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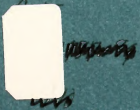
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North Carolina
Department of
Public Instruction

Biennial Report, 1987-89

Issued by the State
Superintendent of
Public Instruction



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Introduction



All children in North Carolina are important to the future of this state. Educators have made a goal of ensuring that all children achieve success in school. ***Progress for All: Education Meets the Challenge*** describes some of the achievements of the 1986-87 and 1987-88 school years. This biennial report features information on the important achievements made possible in the last two years by the funding of North Carolina's General Assembly. ***Progress for All*** would not be complete without details of the two most important education improvement efforts underway in North Carolina, the Basic Education Program and Career Development Program.

Progress for All: The Challenge and Staff shows that education is constantly changing to meet the needs of employees who spend their time working with children. This section describes the numbers of teachers and other educators who have been added to help children and some of the accomplishments made in changing working conditions for educators.

Progress for All: The Challenge and Students outlines achievements made through the statewide summer school program, in child abuse prevention, preschool screening and other areas. It focuses on how educators in this state use the resources provided by the Legislature to meet the needs of children.

Educators constantly look ahead to see what children may

need and to envision how education must change to meet the needs of children. The final section of this biennial report, ***Progress for All: The Challenge and Beyond***, includes a look toward the future of education.

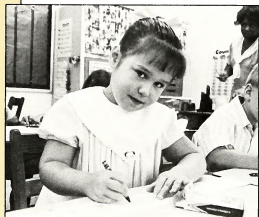
Recommendations outline several programs that should continue to be supported, such as the Basic Education Program, and describe other areas that need to be strengthened, such as care for young children.

The children pictured in the report are representative of the one million children in North Carolina entrusted to educators every school day. Their needs drive education in this state. Education must continue to change, to progress, to meet the needs of all children. The future is in their hands.

Progress for All: The Challenge and Students

Preschool Screening

The 1986 session of the 1985 General Assembly authorized the State Board of Education to award up to \$287,000 to 15 local



school administrative units for pilot preschool screening projects for the 1986-87 school year. Fifty-nine local school systems originally applied for competitive grants.

In 1987-88, the \$287,000 for preschool screening was included in the base budget. Funding for the 15 local school administrative units that participated in 1986-87 was continued, and an additional four school systems were funded on a competitive grant basis for the 1988-89 school year.

The units receiving funding for the preschool screening projects are:

Region 1—Chowan County, Perquimans County, Pitt County

Region 2—Clinton City, Goldsboro City, Onslow County

Region 3—Johnston County, Roanoke Rapids City

Region 4—Cumberland County, Moore County

Region 5—Alamance County, Burlington City, Randolph County, Thomasville City

Region 6—Rowan County

Region 7—Hickory City, Wilkes County

Region 8—Madison County, Transylvania County

The Basic Education Program requires every school system to have a comprehensive preschool screening program to identify students' physical status and developmental strengths and needs before entering school. The preschool screening program must be operational when all support positions called for in the Basic Education Program are funded. Full funding is expected by 1992-93.

However, school systems are encouraged to implement preschool screening sooner if possible.

Screening is done in the following areas: speech, hearing, sight, gross and fine motor skills, health, and cognitive, social and emotional maturity.

Results of screenings are used to develop educational plans to address students' individual strengths and needs and to identify students who should be referred for further observation or evaluation. One hundred twenty-five local school systems presently have a program in place. Most of them use one of the commercial screening programs that are available.

The Kindergarten Health Assessment is a public health law which was enacted to ensure that children entering kindergarten have a healthy beginning and that school personnel are alert to any health-related needs of children that may affect their performance. Parents or guardians must secure the health assessment for their children either from a private health provider or from the local health department.

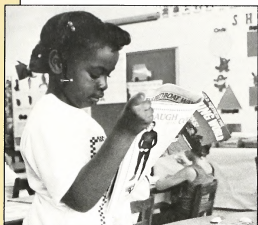
The General Assembly in 1986 enacted Senate Bill 293 which requires that each child entering public kindergarten receive a health assessment. The assessment is made between Jan. 1 prior to school entry and Dec. 31 after school entry. The requirement was voluntary for all school systems for the 1987-88 school year; however, the assessments became mandatory with the 1988-89 school year.

During the voluntary year, staff in the Departments of Public Instruction and Human Resources developed guidelines to clarify the legislative requirements and to specify the responsibilities of local health departments, private health providers, parents or guardians and local school systems.





Basic Education Program



The Basic Education Program incorporates a common core of knowledge that every student should command in a variety of subjects. By 1993, when full implementation has been achieved, an adequate educational program will be available to every student in the state, regardless of whether that student lives in a large metropolitan area or a remote rural area.

Since 1985, when the General Assembly appropriated funds for the BEP, there have been three revisions of the original program necessitated by the refinement and realignment of program needs during the three and a half years the program has been underway.

- Statewide promotion standards were revised to require mastery of specific competencies in reading, language and mathematics before a student is promoted from the third, sixth and eighth grades.
- Instruction time was expanded to a 5.5 hour instructional day. The lengthened instructional day is

in effect for all students in the first through eighth grades and 75 percent of the students in grades nine through 12.

- The Standard Course of Study was revised to indicate that vocational education in the seventh and eighth grades should be available to all students but not required.
- Guidance activities have been integrated into the curriculum in kindergarten through the 12th grade to help students gain greater understanding of themselves and others.
- The listing of basic high school social studies offerings was expanded in the Standard Course of Study.
- Curriculum testing was added to provide information for instructional improvement and to review achievement in selected areas of curriculum.
- Components of the exceptional children program were refined to include all services necessary to meet the appropriate educational needs of exceptional children.
- A section on at-risk students was added to the Program as a result of national, state and local attention to the special needs of these students.
- The section of the Program concerning dropout prevention was expanded to offer more program options and to address the needs of exceptional children.
- Remedial and compensatory programs were expanded to include all programs for children defined as educationally deprived, not just federally funded programs.
- A section on intramural activities was deleted from the program.
- The sports medicine section of the program was revised to require teacher athletic trainers only at the high school level.

- High school graduation requirements were adopted which require students to achieve passing scores on the North Carolina Competency Test and to complete 20 units of credit in grades nine through 12.
- Specific school facility standards were adopted by the State Board of Education and incorporated into the Program.
- District level and school level staffing requirements were revised to reflect expanded program goals. For example, the allocation formula for assistant principals was changed to one 12-month position for each 25 allotted teachers in the school system.

Accreditation Equals Accountability

North Carolina's state accreditation process for schools is expanding in 1988-89 under a new set of guidelines designed to hold school systems accountable to the Basic Education Program (BEP) standards.

The State Board of Education approved the North Carolina Program of Accreditation Manual for Public School Units in July, and trial implementation of the 216 standards in the manual has begun. During 1988-89, the standards will be scrutinized, and at the end of the year any necessary adjustments will be made before the standards become final.

The new process is performance based and mandatory.



Standards

Under the accreditation system, school systems will demonstrate their compliance with the BEP and how students are performing using two types of standards: performance and opportunity. The performance standards are those measured by student test scores and similar information. For example, the average of median California Achievement Test scores for the most recent three years is expected to fall above the 40th percentile in each school system. Opportunity standards reflect whether local school systems provide the programs and staff outlined in the BEP. For example, the standard requiring second language instruction ensures that all students have the opportunity for second language study, but it does not directly address how

thoroughly students learn the second language. If a school unit is not accredited, school officials will need to demonstrate how they plan to bring about improvement and specify what technical assistance is needed from the state. Although the new, mandatory accreditation process is required by state legislation, the finished product is a result of many hours of study, discussion and consensus building.

Development

To formulate the new standards, Department of Public Instruction personnel, with assistance from local school units, identified the concepts that should be included in accreditation and spent a

considerable amount of time deliberating over the specifics of the standards, how they should be measured and what level should be required for compliance. The Superintendents' Task Force, a group of 16 superintendents representing each of the eight educational regions, reviewed the standards as well as the overall process. Educators at all levels were involved in evaluating the standards. Reaching accreditation standards will not be easy for some school systems, but help will be available from consultants with the Department of Public Instruction. Some school systems may have to move slowly until more resources from the BEP become available. As the Basic Education Program and funding



for it continues to be implemented, a variety of current problems will be resolved.

Public schools are not the only ones anticipating state accreditation. Under a similar set of standards, independent schools may also seek state accreditation. The independent schools will be expected to follow the same procedures that are required for public school systems.

Highlights of the new accreditation standards include the following:

- The number of dropouts per school system is expected to fall by 10 percent each year or during the previous two or three years.
- All teachers must be certified in their area of current assignment.
- Elementary schools must hold preschool screening of entering kindergarten students to identify students' physical and developmental status.

- The average attendance rate from the three most recent years must be higher than 94 percent. Systems where attendance falls between 94 and 95 percent must show a gain over the previous three years.
- Thirty-five percent of graduating students must have successfully completed the courses required for entry in the institutions of the University of North Carolina system.
- California Achievement Test scores for grades three, six and eight must be higher than the 40th percentile. This is computed by taking the average of median scores for the three most recent years. If the average of the median CAT scores falls between the 40th and 50th percentiles, the three-year average must show an improvement over previous scores.
- All students, except those excluded by the local board of education, must receive instruction for 5.5 hours per day or 27.5 hours per week as

defined in the BEP. This will become effective during 1990-91.

- Comprehensive programs in school counseling, nursing, psychology and social work must be available to all students.
- Alcohol and drug abuse education should be available for all students in grades kindergarten through 12 with emphasis at grades 10-12.

Expanded Programs' Impact

By 1993, all public school students in North Carolina will enjoy a basic level of instructional programs and services that represents a jump in the quality and quantity of opportunities. Although full implementation of the Basic Education Program (BEP) is four years away, the impact of expanded curriculum items has already begun, particularly in arts education, healthful living and second languages.

The BEP mandates that all students from kindergarten through fifth grade receive instruction in a second language and have the opportunity to continue second language study through high school. Arts education and healthful living — health, physical education and safety — are certainly not new to public schools in North Carolina, but the BEP is providing new support for both.

North Carolina is the first state in the United States to try providing second language study to all students in kindergarten through fifth grade. So far, approximately 60 of the state's school systems have begun teaching second languages in elementary school classrooms, and more join the list daily.

Before the BEP was approved, school systems offered, as a minimum, two years of a second language at the high school level.

Realizing the importance of second language proficiency in today's world, school systems and the Department of Public Instruction (DPI) have worked diligently to overcome the difficulties of implementing widespread second language programs. DPI created a new Division of Second Languages in 1988 to assist local school systems. Scheduling second languages into the crowded school day, finding qualified teachers, choosing materials and finding the most effective methods for teaching elementary students second languages have all been challenges facing local school officials as they implemented the second language curriculum. Some challenges have encouraged creative solutions. Gates County officials, for example, recruited French teachers from Belgium.

Choosing a language also is a decision schools face. Many are selecting Spanish or French, but a few schools have decided to offer other languages. One Wake County school offers Japanese.

Arts education in some form has been available for most students from kindergarten through 12th grade. But under the BEP, the quality of arts education is improving and changing. The program provides more support for arts education in numbers of instructors and emphasis, a move supported by educators and also by parents. A recent poll by Louis Harris showed that 70 percent of the parents polled say they would be willing to pay higher taxes to give their children more education in the arts. Ninety percent of people polled said arts education is highly important for children.

The move toward improving

arts education and emphasizing it more has begun in most school systems. According to a 1988 Moore County survey of all 140 local school systems in the state, 614 new arts educators were hired statewide in 1987-88. Many of those new positions were for dance and theater arts teachers, areas that had not been stressed before in many systems. The elementary level has witnessed the largest expansion of arts education because all students in kindergarten through fifth grade are required to have arts education. Students in grades six through eight must take one arts elective per year. At the high school level, arts education is an elective.

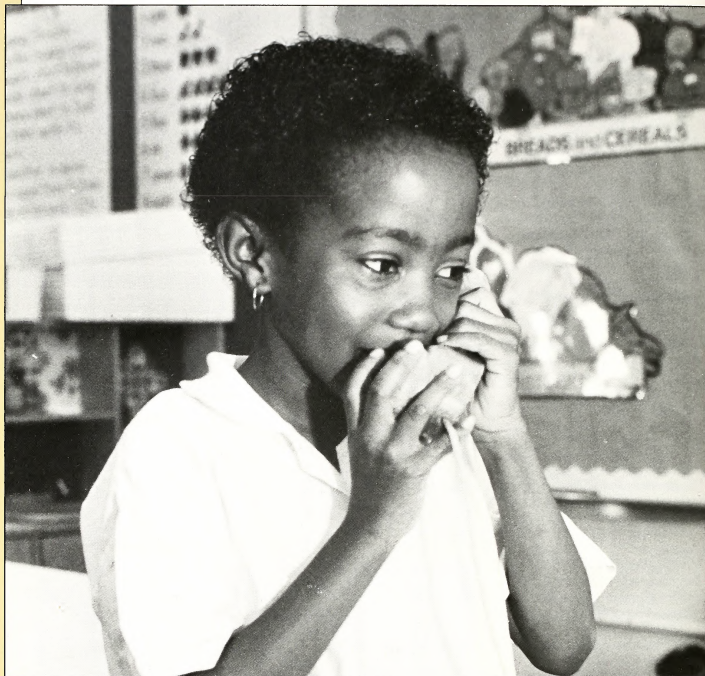
Students are enjoying a different approach to arts education. Arts educators now develop curriculums with defined scope and sequence, and there is an attempt to teach a discipline-based approach to arts education. The shift toward a discipline-based approach emphasizes the process of

creating art more than the end product. Classroom teachers and school administrators are seeing what a difference quality arts education can make to students' abilities to think creatively and in complex ways. Arts education is now seen as an integral part of education, not just a "nicety." As a result, local school administrators are working to overcome problems of scheduling and finding enough qualified teachers.

As in arts education, the BEP is making qualitative changes in the healthful living curriculum by providing a sequential program that begins at kindergarten and continues through high school. And the need has never been more crucial. The healthier students are, the better they feel about themselves and the better they do in school.

By concentrating on fitness, dance, gymnastics and individual sports, as well as on team sports, students should be able to design their own personal program for fitness and health. The emphasis is on total health and fitness.





In health courses, students study a sequential program that includes sections on safety; nutrition; disease; family living; mental health; drugs, alcohol and tobacco; and parenting. A new curriculum on preventing Acquired Immune Deficiency Syndrome (AIDS) was added by the State Board of Education in 1988. The goal of the entire healthful living curriculum is to prevent health problems at an early age and to develop habits and skills for healthier adults.

Distance Learning by Satellite

North Carolina school systems moved closer together in 1988 when the Distance Learning by Satellite project began broadcasting. On Sept. 1, 1988, staff development training and instruction for students in North Carolina's 53 smallest, rural high schools began to be transmitted via satellite.

Satellite dishes stationed at each of the local school systems allow teachers, principals and other administrators to

participate in staff development training without hours wasted on traveling and with little expense. At the same time, the satellite network allows students in 53 small high schools to enroll in such courses as astronomy, marine science or Japanese — even if few other students at their school plan to study these subjects.

With \$3 million from the 1987-88 General Assembly, school officials begin installing satellite dishes in January 1988.

Training for classroom facilitators, site coordinators and staff development coordinators followed. The State Board of Education has contracted with TI-IN Network of Texas for programming subscription and other services. In a typical year, TI-IN offers 400 hours of staff development programming and more than 20 high school credit courses, including Latin, physics, art history and appreciation, probability and statistics, Spanish and calculus. All instructional programs are interactive, allowing students to communicate with instructors over toll-free telephone lines.

The Department of Public Instruction also has begun developing its own programming for students and teachers in North Carolina. One such program on teaching the U.S. Constitution was broadcast nationwide on Oct. 24, 1988.

The Distance Learning by Satellite program has proved helpful in meeting requirements of the Basic Education Program, particularly for small school systems wanting to expand course offerings to high school students. Students across the state now have access to instruction in subjects that once were unavailable because of low demand.

A program for evaluating the project is being developed in conjunction with the Department of Public Instruction's Research, Testing and Accreditation area. The level of usage and the performance of students in satellite classrooms, as compared to those in traditional settings, will be examined during the evaluation.



Graduation Requirements

The Basic Education Program has increased opportunities for public school students in North Carolina and expectations have increased as well. Under the BEP, graduation requirements for public high school students have increased to reflect the greater emphasis on a broad range of skills and subjects. To graduate, students are required to successfully complete 20 units of courses. This includes:

- four units of English
- two units of mathematics
- two units of science
- two units of social studies
- one unit of physical education/health
- nine electives

The North Carolina Scholars Program, which began with the 1983-84 school year, recognizes students who go beyond the minimum requirements for high school graduation. Students who complete a well-balanced, challenging high school program and maintain an overall grade average of B or its equivalent, as determined by local boards of education, are designated by the State Board of Education as North Carolina Scholars and receive a seal of recognition attached to their diplomas. They

also may receive special recognition at graduation exercises and other community events.

Since the program began in 1983-84, participation has more than doubled. In the 1987-88 school year, 8,379 students qualified for the honor and 324 schools participated.

To be a North Carolina Scholar, a student must earn an overall B grade average and complete the following curriculum:

- four units of English
- three units of mathematics (Algebra I, geometry, Algebra II or one unit of advanced mathematics with three units completed in grades nine through 12)
- three units of science (biology, chemistry, physics or one other advanced science in lieu of physics)
- three units of social studies (government/economics, U.S. history, one world studies course)
- two units of second language (two levels of the same language)
- one unit of health/physical education
- one unit of arts education
- four electives

Statewide Testing

Student progress in North Carolina is measured in several ways, including through a comprehensive statewide testing program that charts achievement, from first grade until graduation.

benchmarks. In 1986, the overall achievement in basic skills was measured by the California Achievement Test and against new national standards set in 1985. Although North Carolina students scored below national

The North Carolina Science Test and Social Studies Test were developed so the average student would answer between 60 and 65 percent of the test items correctly. For the 1988 Science Test, the average third grader correctly answered 62 percent; the average sixth grader correctly answered 63 percent; and the average eighth grader correctly answered 58 percent. For the 1988 administration of the Social Studies Test, the average third grader correctly answered 68 percent; the average sixth grader correctly answered 67 percent and the average eighth grader correctly answered 63 percent.

Minimum Skills Diagnostic Testing Program

The Minimum Skills Diagnostic Testing Program is the second major testing component for elementary grades. It is tied to the results from the California Achievement Test. Those students who score below the 25th percentile on the CAT take the North Carolina Minimum Skills Diagnostic Test (NCMSDT). Those students who perform at or below a cut-off score on this test (and are not mentally handicapped) receive remedial instruction during the state-funded summer program.

Elementary Schools

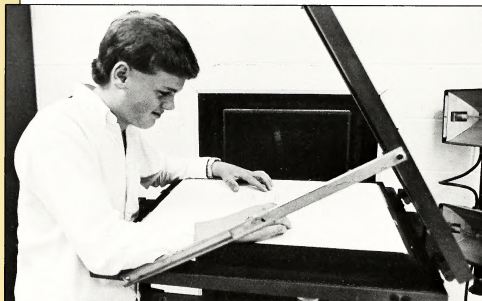
There are two major testing programs that are being used with elementary school students and one that is under development. The two in use are the North Carolina Annual Testing Program and the Minimum Skills Diagnostic Testing Program. The Annual Testing Program consists of: the California Achievement Test (CAT) for students in grades 3, 6 and 8; and the North Carolina Social Studies Test in grades 3, 6 and 8. The Minimum Skills Diagnostic Testing Program is a three-phase effort devoted to remedial work for students who do poorly on the CAT and are being considered for summer school.

Annual Testing Program

The Annual Testing Program, begun in 1978, established statewide achievement

norms in 1978, in the spring of 1987 the average student in North Carolina scored equal to or higher than the average student nationally. This was true for all subject areas and for the first, second, third, sixth and eighth grades. Also, North Carolina has a greater proportion of students scoring at or above the 77th national percentile, well above average, than the nation as a whole. Similarly, North Carolina has a smaller proportion of students scoring at or below the 23rd national percentile, well below average.

The North Carolina Writing Test was designed to provide data and information to improve writing instruction. Students write descriptive or clarification compositions in grade six and persuasive or point-of-view compositions in grade eight. In 1988, 47.4 percent of the sixth graders and 66.1 percent of the eighth graders scored at or above the middle of the grading scale.

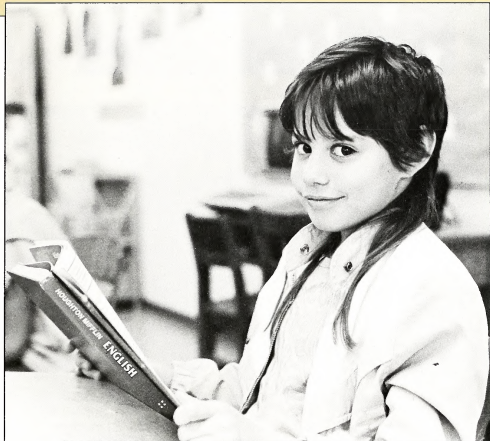


The Phase II NCMSDT is designed to provide diagnostic information with regard to each student's strengths and weaknesses so instruction may be designed to meet each student's particular needs. Following summer school, student take the Phase III NCMSDT which provides information to evaluate the effectiveness of the summer school program in raising student achievement. In the 1987 summer school program, students in grade three correctly answered 12.3 more items in the NCMSDT after summer school. Students in grade 6 correctly answered 10.3 more items after summer school, and students in grade 8 correctly answered 8.1 more items.

First and Second Grade Testing

The short session of the 1987 General Assembly ratified legislation stating that no standardized tests are to be given to first and second graders by the Department of Public Instruction. Additionally, local education agencies were instructed by legislative intent to refrain from using standardized tests except for interpretations from the Attorney General's office regarding handicapped children.

Developmentally appropriate assessment instruments for first and second graders have been developed by the Department of Public Instruction. These instruments are being piloted during the 1988-89 school year.



Secondary Schools

Testing of students at the secondary school level has two major components: End-of-Course Testing and the North Carolina Competency Test Program.

End-of-Course Testing

The End-of-Course Testing Program is tied to the Basic Education Program high school curriculum and to courses that are required for admission to the University of North Carolina system as of the fall 1988 semester. In 1987, the average score for students taking the Biology I test was 57.6 percent correct, within the range expected at the initial administration of this test. The average score for students taking the Algebra I test was 65.3 percent correct, higher than for the 1986 Algebra I students. The average score for students taking the Algebra II test was 67.2 percent correct.

Competency Testing

The North Carolina Competency Testing Program has been designed to ensure that students who graduate from high school have certain basic competencies. In the 1988 administration of the Competency Tests, 93.3 percent of public school sophomores who took the test for the first time passed the reading test; 89.7 percent passed the mathematics test; 90 percent passed the objective test; and 96.2 percent passed the essay test.

Remedial Efforts



Remedial education is available for all students failing to meet state promotion standards or identified as in danger of failing to meet those standards during the regular school year or the summer.

The 1987 summer school program expenditures totaled \$10,803,325 for 40,191 students in grades one through four, six and eight. A base of \$15,000 was allotted to each school system for

summer school. Most of the students attending summer school in 1987 were males and more of them were identified as exceptional children than in 1986.

Extension of summer school opportunities to students in grades nine through 11 resulted in remedial opportunities for more than 80,000 students in the 1988 summer school program.

The BEP summer school program has enjoyed a great deal of success as shown by gains on the Minimum Skills Diagnostic Tests as well as administrator, teacher and parent judgements. A follow-up study of third and sixth grade graduates of the 1986

BEP summer school has shown positive results at both the third and sixth grade levels for CAT scores, as well as for student attitude as reflected by attendance in the third grade. Results for teacher grades were much less clear. Summer school students were compared to similar students who were in the same grade during 1985 before the summer school was initiated.

Overall, these results are encouraging, indicating that high-risk students can improve basic skills in summer school and that the strengthened basic skills carry over to the next year.

Competency Remediation

The competency remediation program for seventh through 12th grades served more than 11,000 students during 1987-88. The program provides remediation in mathematics, reading and writing for students who fail all or part of the North Carolina Competency Tests in mathematics, reading and writing.

Chapter I

Chapter I is a federally funded compensatory education program created by the Education Consolidation and Improvement Act to provide all students with an equal chance to achieve to the full extent of their potential regardless of economic, ethnic, social or cultural background. Chapter I augments the regular education program by providing instruction in the basic skills for students who are performing below the expected grade level for their age group.

In 1986-87, the Chapter I allocations for the 140 school units totaled \$81.7 million. Of the 1,963 schools in those units, 1,497 or 76 percent were eligible to receive Chapter I funds based on poverty indices. A total of 1,326 schools or 67 percent provided Chapter I services.

In the 1986-87 school year, 113,883 students or 8 percent of all students in the state received supplemental educational services through Chapter I.

Most school units evaluate the impact of their Chapter I programs by pre- and post-testing. Districts using this approach demonstrated gains in mathematics and reading at every grade in 1986-87. When measured from spring-to-spring, North Carolina's gains in reading and mathematics were greater than gains for the country as a whole except for grades five and seven in reading and grade five in mathematics.

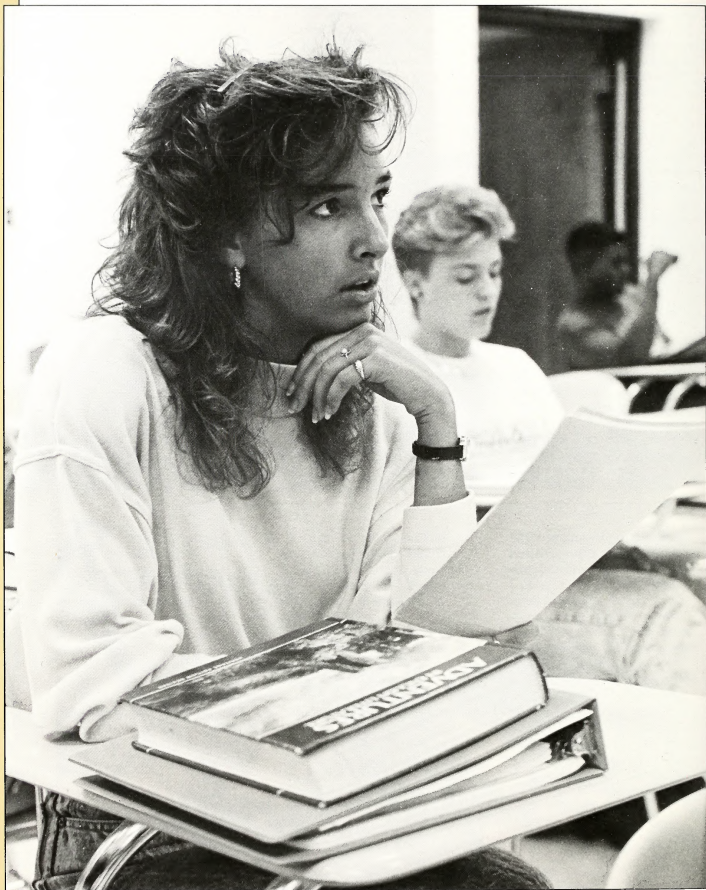
Chapter I Preschool Programs

In August 1988, over 1,400 educationally disadvantaged 3- and 4-year-olds entered the public schools under the auspices of the federally funded Chapter I program. In 1986, three schools systems—Durham City, High Point City and Charlotte-Mecklenburg—used Chapter I funds for preschool programs. But in 1987-88, 10 school systems offered such programs, and in 1988-89, the number has increased to 22.

Approximately \$3.6 million has been earmarked for Chapter I preschools in 1988-89, a \$1.3 million increase over last year. This money will fund expansion from 51 classes serving 849 children to approximately 85 classes serving over 1,400 children.



Exceptional Children



Approximately 169,000 handicapped, academically gifted and pregnant students received special education and related services in the public schools or in institutions within the Departments of Human Resources and Correction in 1987-88.

The total state budget for the exceptional children's program in the public schools during 1987-88 was \$187,053,533. These funds were allocated to school systems on the basis of \$1,536 per handicapped child and \$512 per gifted child. Ninety-six percent of these funds was used for personnel; 4 percent was used for supplies, materials and equipment.

Programs for exceptional children aim to serve children in the least restrictive environment. A wide variety of program development, training and technical assistance activities have contributed and will continue to contribute to the overall accomplishment of this goal during the 1987-88 and 1988-89 school years.

Highlights of Program Development

- To implement the Basic Education Program, six school systems received funds to operate special summer school programs for the handicapped during 1987.
- To monitor compliance with regulations governing programs for exceptional children, individual reviews of all Willie M. class members were conducted, and technical assistance was provided to systems with members not receiving appropriate services.
- Over 150 new Willie M. class members were certified.

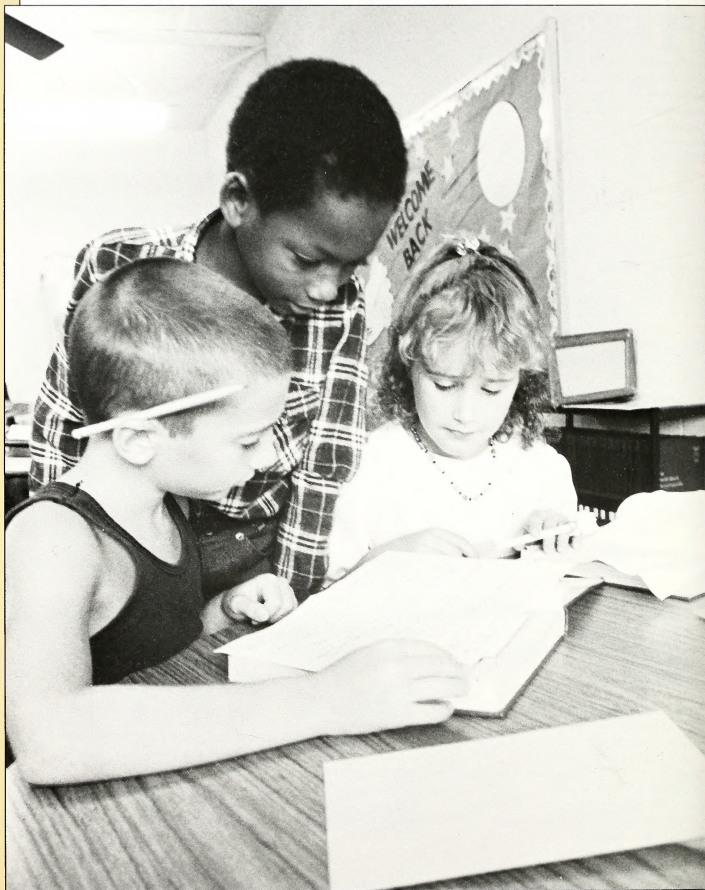


- Special projects in 34 school systems were funded for Willie M. class members, a very difficult and costly population to serve.
- Eighty-two local school administrative units received approval to develop and implement educational programs for preschool handicapped.
- During 1987-88, 5,000 5-year-old handicapped children were served.
- During the 1987-88 school year, 83 preschool programs operated serving 801 3-year-old children and 1,270 4-year-old children.
- In the 1988-89 school year, 74 preschool grant projects will serve approximately 2,600 3- and 4-year-old children.
- Contracts were established to offer services for deaf-blind children through a federal grant. Twenty-seven children were served through five programs.

Technical Assistance

- Thirty-five projects to remove architectural barriers were completed.
- Twenty-one due process hearings regarding children with special needs were coordinated.
- A list of textbooks suitable for handicapped students of all exceptionalities was developed and approved by the State Board of Education.
- A total of 82 school systems have ordered 1,057 Braille and modified textbooks for visually impaired and blind students for the 1988-89 school year.
- By May 1988, \$285,000 was spent for Braille and modified textbooks.
- A computerized format for individualized education programs was developed.

Alcohol and Drug Abuse



In 1985 the North Carolina General Assembly initiated a major shift in public policy by establishing the Alcohol and Drug Defense Program (ADD) within the Department of Public Instruction. For the first time, the responsibility to address the problems associated with the use of alcohol and other drugs was placed squarely on public schools.

Between July 1987 and March 1988, ADD staff provided services to all school systems.

ADD staff also conducted the first statewide drug use survey. Findings from that survey, "Alcohol and Other Drug Use Patterns Among Students in North Carolina Public Schools," indicate that:

- Almost one out of three seventh to 12th graders has used marijuana, and almost 13 percent use it regularly.
- Almost one in 10, 11th and 12th graders has used cocaine.
- Almost one in three seventh through 12th graders reported being drunk in the last year, and almost 13 percent came to school drunk at least once in the last year.
- In spite of new, tougher DWI laws, over half of the seventh and 12th graders reported drinking while riding around or sitting in cars at night.

These data clearly show that some students are experiencing serious problems with drugs, and they need help. Fortunately, the data from the survey also show the ADD staff where resources should be targeted to get the most impact for every dollar spent on the ADD program.

During the 1988-89 school year, ADD funded nearly 30 school-based projects with state funds. These projects are designed to provide alcohol and drug education that offers

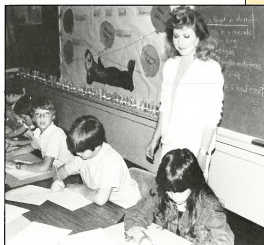
accurate information about drugs and alcohol, promotes community involvement and awareness, increases parental knowledge about alcohol and other drug use and abuse, identifies high-risk students, provides students with alternative activities and provides in-service training for teachers and other school staff.

One of the most effective strategies to reduce drug use among high school students is the use of trained peer leaders working with other students who need help, support and assistance. In the summer of 1988, ADD operated six summer institutes to train student athletes to serve as integral members of the school-based ADD team. Over 350 students participated in these intensive institutes held on university campuses.

Drug Abuse Resistance Education

In 1986, the North Carolina departments of Justice and Public Instruction selected the Drug Abuse Resistance Education Program (DARE) as one of the best programs available to help keep North Carolina children from becoming involved with drugs. The 1987-88 school year marked the statewide introduction of DARE in this state. Funding for DARE for the 1988-89 school year was provided by the General Assembly.

DARE is a drug prevention education program designed to equip elementary school children with skills for resisting pressure to experiment with drugs and alcohol. The program uses well-trained uniformed law enforcement officers to teach a formal curriculum to students in the classroom on a regular basis. DARE helps students develop self-management and resistance



skills and teaches them skills to resist negative peer pressure.

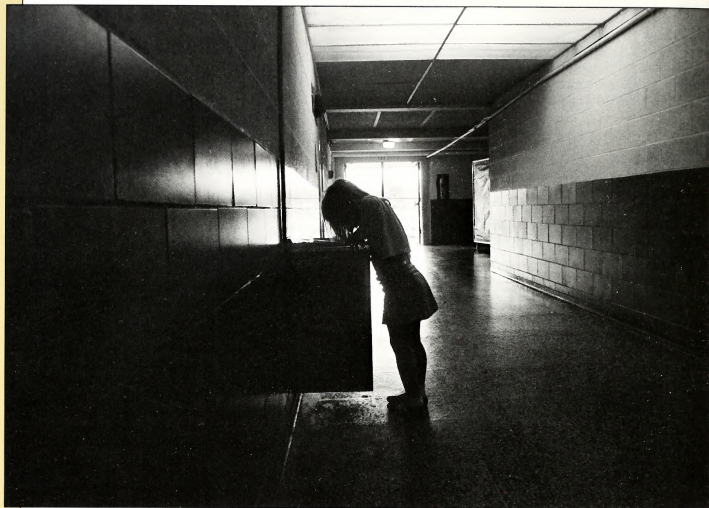
Officers and teachers are jointly trained to ensure that the DARE concepts are effectively communicated to students. Each officer spends at least one day a week in each assigned elementary school, teaching the 17-lesson curriculum to fifth or sixth grade students. The officers also visit other classes in the schools, conduct faculty workshops and present programs to each school's PTA.

Fifteen local school systems were chosen to pilot the DARE program during the fall of 1987. Since then, an additional 49 have been added.

During the 1988-89 school year, 46,000 students will receive the core lessons of DARE in the fifth and sixth grades. Also during this school year, 138,000 students are projected to receive the DARE visitation lessons in kindergarten through fourth grade.

The DARE program is administered by the Alcohol and Drug Defense Program.

Prevention Services



As part of the Basic Education Program, a dropout prevention program was organized in the schools to develop partnerships of concerned educators and citizens to prevent students from dropping out of school and to provide the opportunity for all students to reach their full potential.

Since 1985, the BEP has funded 874 in-school suspension teachers and dropout prevention or job placement counselors to help students. These staff serve in a variety of ways: in-school suspension classes, job placement centers, alternative schools, extended school day programs, high-risk counseling,

academic remediation programs and transition programs.

By the end of January 1988, a total of 92,002 students had been served by 723 in-school suspension dropout prevention programs. Another 92,238 students had been served by dropout prevention programs other than in-school suspension. There were dropout prevention coordinators in all 140 school systems, but only five of them were in full-time dropout prevention.

In 1984-85, before the dropout prevention program was funded, the statewide dropout rate was 7 percent. In 1986-87, the most recent year for which data are available, the dropout rate was 6.7 percent. The State Board of Education recently

approved the concept of early identification and intervention. Early intervention with students at risk for dropping out is likely to be more effective than later crisis intervention. With this intervention, dropout prevention staff hope to see the dropout rate decline dramatically in a few more years.

Because of the concern about North Carolina's dropout rate, several studies have been undertaken by the Department of Public Instruction and the General Assembly.

The At-Risk Study is designed to explore factors that put a student at risk for dropping out of high school. This study will develop over the next three years a longitudinal data base of a random sample of North Carolina public school students.

The North Carolina High School Dropout Follow-up Study is a replication of the 1979 Dropout Study conducted by the Department of Public Instruction and the University of North Carolina. The goals of the study were to provide accurate estimates of the high school dropout rate and to explore the factors contributing to a student's dropping out.

Preliminary data show that 22 to 25 percent of high school students in North Carolina drop out. The students who appear to be most at risk are American Indians and children of less educated parents. Students at risk of dropping out also are absent more, fail more classes, have greater and more severe disciplinary problems, are more likely to have repeated at least one grade and are more likely to choose a general curriculum rather than a college preparatory or vocational curriculum.

The General Assembly funded a study which focused on school factors rather than on student characteristics. This study compared schools with high dropout rates with another set of schools that had low dropout rates, but were matched to the high dropout schools in terms of school size, location, proportion of minority students and proportion of poor students.

Factors distinguishing schools with low dropout rates from those with high dropout rates included:

- networks of adults and services to ensure that students get the help they need
- clerical support for counselors so they can spend more time with students at risk of dropping out
- counseling services for students sent to in-school suspension classes

- alternative programs that are comprehensive and closely linked with the regular school
- an atmosphere designed to make every student feel a part of the school

Child Abuse Prevention

Child abuse continues to be a problem in North Carolina and the nation. In 1987-88, more than 32,000 children were reported as abused or neglected in North Carolina, according to the N.C. Division of Social Services. The Department of Public Instruction, however, is working to fight child abuse before it begins.

Since 1980, the agency's Office of Child Abuse Prevention has offered training and guidance to local school systems on issues related to child abuse detection and prevention and legal obligations of reporting child abuse cases. Six years ago, in 1983, the General Assembly established the Children's Trust Fund, and the role of the Office of Child Abuse Prevention expanded to a more grassroots approach.

The State Board of Education, working through the Office of Child Abuse Prevention, administers the trust fund money to local organizations that submit ideas for prevention projects. Communities have responded enthusiastically to the projects; many of those funded for only one year by the Trust Fund are now funded by the communities they serve.

In 1988, the State Board approved nine projects totalling \$400,894. There were 17 projects approved in 1987 for a total of \$495,198. For the first time, some of these nine projects, located across the state, are designed to be three years in length.

Each of the projects is different, but most stress one or more of the following: parenting classes for young or first-time parents, information about child nutrition and safety, information about improving communication within families, prenatal health and education services to teen parents, peer support groups and coordination of existing community services.

The Office for Child Abuse Prevention has identified five priority areas: prevention programs, training and education, interagency cooperation/public-private collaboration, evaluation/research and public awareness. Eventually, the Office hopes to see reports of child abuse dwindle as families are strengthened, new prevention programs are developed and community support systems are initiated.



School Facilities Act

In August 1987, the North Carolina General Assembly enacted the School Facilities Finance Act, launching North Carolina into an extensive school construction program. During the next 10 years, more than \$3 billion will be spent for school construction, reconstruction and additions.

This legislation also provides for the following:

- A Critical School Facility Needs fund of \$185 million for counties with critical school facility needs and limited resources.
- A long-range plan for facility improvement from each board of education. These were completed by Jan. 1, 1988.
- Development and adoption of minimum school facility standards for spaces, furniture, apparatus and equipment by the State Board of Education.
- A report to the legislature before March 1, 1989, regarding the amount of school facility needs in each county.

- Provision of adequate facilities to accommodate class size legislation by local boards of education.

In addition to funds generated by the School Facilities Finance Act, counties will continue to provide school construction dollars from local sources including property taxes, a previous one-cent sales tax and other discretionary funds.

More than 65 local school systems have applied for monies from the Critical School Facility Needs Fund, and over \$119 million has been awarded. The amounts awarded range from \$2 million to \$10 million and are based on the resources available to each unit to finance their greatest school facility needs. Twenty-one counties received from \$2 million to \$5 million for critical school facility needs. Eight counties received between \$5 million and \$10 million.



The School Facilities Finance Act of 1987 has spurred positive action:

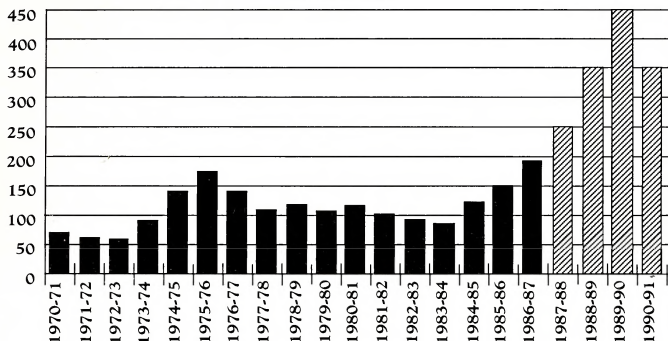
- School systems with limited resources are rethinking long-range plans and some are considering projects which were beyond their means prior to the passage of this Act.
- Greater communication is taking place between county commissioners and local boards of education, particularly in the multi-unit counties.
- Local school systems are making better and more careful plans for school facilities.
- Many school systems are considering grade level reorganization as a result of the long-range planning or a re-examination of existing plans. Grade level reorganization often reduces school facility needs.
- "Pay as you go" plans and bonds are being carefully weighed by most counties.

By 1991-92, the effects of the School Facilities Finance Act of 1987 will be visible. New schools will be opening, old buildings will be renovated and expansions will be in place.



School Construction in North Carolina

MILLIONS



School Facilities Finance Act of 1987

Potential Funds for School Construction
(in millions)

	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	TOTALS*
1983 & 1986 ½% Local Sales Taxes	131.7	134.0	140.1	147.3	155.0	163.5	123.1	124.8	129.5	135.0	1,384.0
Public School Building Capital Fund (ADM)	81.1	58.7	47.3	50.2	53.2	56.3	59.7	63.1	66.8	70.6	607.0
Transfer Funds - Vocational Education & School Secretaries	31.1	65.1	68.3	71.7	75.3	79.1	83.1	87.2	91.6	96.2	748.7**
Critical School Facility Needs Fund	95.7	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	185.7***
TOTALS	339.6	267.8	265.7	279.2	293.5	308.9	275.9	285.1	297.9	311.8	2,925.4

*DEPARTMENT OF REVENUE, DIVISION OF TAX RESEARCH, SEPTEMBER, 1987

**FISCAL RESEARCH, SEPTEMBER, 1987

***FISCAL RESEARCH, SEPTEMBER, 1987 - An additional \$200,000 is allocated to the Commission of School Facility Needs.

After-School Care



After-school care, once a frill available to few children, is critical for many North Carolina families. And, overwhelmingly, public schools are working to fill the need for quality, affordable after-school child care.

In North Carolina, over half of the mothers of young children are working. Edward Zigler, director of the Center in Child Development and Social Policy at Yale University, estimates that in the 21st century 80 percent of mothers of young children will be in the work force.

Having an appropriate, safe, enriching place for children to go between the end of the school day and the end of their parents' workday is important for parents and children. When the program is housed at the school a child attends, there is less reason for working parents to worry.

After-school care and summer enrichment have been an important part of the Community Schools Program

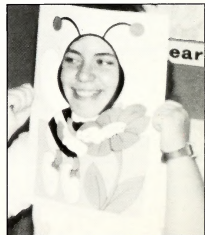
since it began in 1977, but the last five years have seen the most rapid growth in these programs. In school year 1983-84, 118 schools in 39 school systems provided after-school care to 6,760 students. By 1987-88, those numbers had risen to 324 schools in 68 school systems serving 16,108 students. These figures represent a growth rate of over 100 percent.

With more growth expected, the General Assembly in 1988 approved \$4.2 million to establish a program of incentive grants of \$30,000 for local school systems to provide before and after-school care for children. This has allowed school systems to better support the program they have or to begin new programs as needed.

Most after-school care programs provide students with a snack, a chance to unwind and exercise, enrichment activities and homework assistance. The programs are self-sustaining with parents paying fees that typically range from \$11 to \$18 per week

per child. Teachers in the program are often teacher assistants, teachers or part-time employees of the school system.

It is important to note that after-school care is not intended as an extension of the regular school day. While it is a way for students to continue their learning, it is not organized as a structured class.



Progress for All: The Challenge and Staff

Teacher Preparation



The 1985 General Assembly directed the Board of Governors of the University of North Carolina to establish a task force to study the preparation of teachers in North Carolina and to report its findings and recommendations to the 1987 General Assembly.

The Board of Governors established the task force in September 1985, adopted its report and recommendations in November 1986 and submitted the report to the task force in January 1987.

The 1987 General Assembly reviewed the report, adopted it in August 1987, and appropriated funds to begin implementation of the selected recommendations. In the legislation, the State Board of Education and the Board of Governors of the University of North Carolina were given joint responsibility for implementing task force recommendations that were funded.

The two boards have established a Joint Committee on the Preparation of Teachers to oversee activities and to develop and carry out a plan for

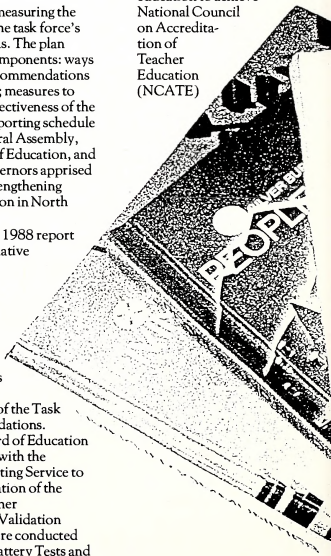
monitoring and measuring the effectiveness of the task force's recommendations. The plan includes three components: ways to ensure that recommendations are implemented; measures to determine the effectiveness of the changes; and a reporting schedule to keep the General Assembly, the State Board of Education, and the Board of Governors apprised of progress in strengthening teacher preparation in North Carolina.

In a November 1988 report to the Joint Legislative Commission on Governmental Operations, the State Board of Education reported the following accomplishments toward the implementation of the Task Force recommendations.

- The State Board of Education has a contract with the Education Testing Service to conduct validation of the National Teacher Examination. Validation procedures were conducted for the Core Battery Tests and 15 Teaching Area Tests during the spring of 1988. The first

part of the validation process has worked well with positive evaluations for tests of content validity and job relevance.

- In December 1987, the State Board of Education adopted a policy creating a 14-member Professional Practices Commission to advise the State Board on teacher preparation and certification. Members of the Commission were appointed in July 1988.
- In December 1987, the State Board of Education adopted policy requiring all institutions of higher education seeking approval for teacher education to achieve National Council on Accreditation of Teacher Education (NCATE)



accreditation by 1990. Institutions may seek an extension until 1992 upon the approval of the State Board. NCATE has approved North Carolina's state plan; now North Carolina is an NCATE-recognized state. To date, 26 of the 45 approved teacher education institutions have been scheduled for a combined NCATE/state visit.

Other related efforts currently underway include (1) revision of teaching specialty area standards and competencies,

(2) development of an NCATE/state program approval manual, and (3) design of a training program for state on-site visitation team members.

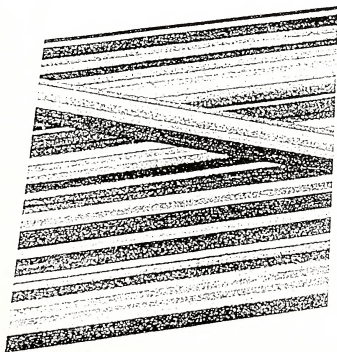
- The State Board of Education established collaborative partnerships between local school units and institutions of higher education in all eight educational regions. Successful efforts during 1987-88 are being continued during 1988-89 with the development of *Guidelines for Strengthening Teacher Education through LEA/IHE Collaboration*.

- The State Board of Education is developing evaluations to include data from the Initial Certification Program. These data will be used to provide information to institutions of higher education on the effectiveness of their teacher education programs.

The State Board of Education is tracking the NCATE standard which calls for a 2.50 grade point average for admission into teacher education.

- The State Board of Education is finishing guidelines for a plan to certify all "methods faculty" to teach in the areas for which they are preparing or supervising prospective classroom teachers.

Inter-American Studies



Teacher Recruitment

The Office of Teacher Recruitment reports the following accomplishments in various program areas.

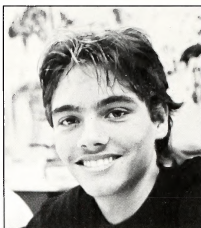
Regional Teacher Recruiters

Since the 1986-87 school year, regional winners of the Teacher of the Year competition have been given the opportunity to leave their classrooms for a full year to work directly with the Teacher Recruitment Office. In addition to serving high school students, regional teacher recruiters made more than 200 presentations to elementary and junior high/middle school students, civic and community groups, and students at public and private colleges and universities across the state.

High School Teacher Recruiters

Since the 1986-87 school year, a teacher recruiter has been appointed in every high school to work with local staff, the regional teacher recruiters and the Teacher Recruitment Office to recruit quality teachers.

- High school teacher recruiters contacted over 33,000 individuals and 900 groups to promote the teaching profession and provide scholarship information.
- Since the inception of the Teacher Recruitment Office, the North Carolina Association of Educators reports an increase of over 400 percent in the number of Future Teachers of America chapters. The NCAE directly attributes these increases to the efforts of the high school teacher recruiters.



Minority Recruitment

- The Teacher Recruitment Office initiated a marketing campaign to target prospective minority teachers. This effort included a brochure as well as statewide billboards featuring National Teacher of the Year, Donna Oliver.
- The Teacher Recruitment Office realized a 34 percent increase in minority applicants for the 1988-89 Prospective Teacher Scholarship Loan Program.
- Minority recruitment efforts resulted in the following gains in the Prospective Teacher Scholarship Loan Program:
 - Black recipients of the Prospective Teacher Scholarship Loan Program increased from 5.7 percent during 1987-88 to 10 percent this year.

The number of American Indian recipients doubled.

The number of Asian and Hispanic recipients increased by 50 percent.

Prospective Teacher Scholarship Loan

The Prospective Teacher Scholarship Loan Program boasts an impressive applicant pool of over 1,700

individuals. Over 60 percent of the applicants had a grade point average of 3.0 or better and were in the top quarter of their high school graduating classes.

Over 200 new scholarship loans were awarded. Fourteen percent of the new awards were given to minority students. The new awards also reflect a 22 percent increase in male recipients.

Teacher Retention

During the 1987-88 school year, regional teacher recruiters and high school teacher recruiters coordinated over 400 enhancement activities designed to recognize and reward career educators as well as improve the image of the teacher profession as a whole.

Recruitment of Foreign Teachers

In response to the Basic Education Program's requirement that all elementary schools offer second language courses, the Teacher Recruitment Office is developing a plan to recruit foreign teachers. Contacts have been made with Belgium, Mexico and two Canadian provinces. At least four foreign teachers will be teaching foreign language classes at the elementary level during the 1988-89 school year through system level recruitment efforts.



Staff Support



The Basic Education Program (BEP) is raising standards for public schools by requiring a greater variety of subjects to be taught, a longer instructional day and a greater level of accountability. At the same time, however, the BEP is providing schools the equipment, materials and teachers and other staff to meet the program's challenges.

During the eight-year span of the BEP, 11,048 classroom teachers will be added to schools across the state to reduce class sizes and expand the breadth of school programs offered.

Since 1985-86, nearly 5,000 new teachers have entered the classroom, resulting in smaller classes and more opportunities

for students to receive arts education, second languages and physical education from a certified instructor.

During the remaining four years of the program, the other approximately 6,000 teachers will be phased in, helping to complete the goal of providing a basic education to every student in the state. This new group of teachers has already enabled class sizes in grades seven through nine to drop to 26 children per teacher. Class sizes in other grades have also been reduced, and programs have expanded.

To help teachers and students accomplish more, other professionals also have been added to the ranks of educators in North Carolina under the BEP. That group includes psychologists, guidance counselors, dropout prevention counselors, media coordinators, social workers and nurses. Other

support staff, including clerical assistants and instructional assistants, are working to give teachers and other educators more time to devote to the classroom.

In many school systems, children are receiving instruction in arts education or second languages for the first time because state funding has been available to hire the additional teachers and other staff needed. Also for the first time in many systems, support services are available on a level that can truly benefit students and teachers and make a difference in the quality of instruction. Clerical support too has freed many teachers and principals to more fully concentrate on their professional mission—educating children.

Specific staffing benefits of the Basic Education Program are outlined below:

1985-87 Staffing Increases

- 1,510 classroom teachers to reduce class size in grades seven, eight and nine to 26 children per teacher
- 52 additional assistant principals
- 100 finance officers to assist with the BEP implementation at the local level
- 706 in-school suspension teachers, dropout prevention and/or job placement counselors

1987-89 Staffing Increases

- 3,375 additional teachers in grades K-12 to allow units to offer the expanded course of study adopted by the State Board of Education and reduce class size
- 400 additional instructional support personnel (e.g., school counselors, media coordinators, psychologists, social workers, nurses)

- 138 in-school suspension teachers
- additional teachers for remedial summer school
- 309 additional assistant principals to provide instructional and administrative support
- 1,702 new 12-month positions for clerical assistants to reduce paperwork and provide more time for principals and teachers to work with students
- 86 additional assistant/associate superintendent positions
- 1,450 instructional support positions (e.g., media specialists, nurses, social workers, counselors, psychologists)
- 2,864 instruction (teacher) assistants for 10-month positions
- 1,274 instructional, lab or clerical assistants at local schools

1989-91 Proposed Staffing Increases

- 178 additional associate/assistant superintendents for local school systems
- 55 12-month supervisor positions in local systems
- 3,007 additional teachers to expand programs and reduce class sizes
- 52.5 additional in-school suspension positions
- 1,450 instructional support positions (e.g., counselors, media specialists, psychologists, social workers, nurses)
- 602 clerical assistant positions (includes school secretaries and clerical support at central offices)
- 2,542 instructional, lab or clerical assistants at the local schools to provide help (10-month positions)

1991-93 Proposed Staffing Increases

- 55 additional 12-month supervisor positions
- 3,104 teacher positions to reduce class size and expand programs
- 66 additional vocational education positions



Desegregation Assistance

North Carolina was awarded a non-competitive federal grant for \$178,929 in 1987 to establish a three-person office in the Department of Public Instruction to work toward eliminating discrimination on the basis of

race, sex and national origin. The Division of Desegregation Assistance has concentrated its efforts on helping school systems overcome problems related to desegregation and sex equity issues. Unlike some agencies charged with regulation, the Division of Desegregation Assistance exists solely to assist schools by providing training sessions, workshops, advice and other services.

A survey of superintendents in 1988 showed that the most pressing desegregation and sex equity issues facing them were attracting qualified minority applicants for teaching and administrative positions, closing the gap in minority achievement scores and other groups' scores, improving the self-concept of

children and motivating minority achievement.

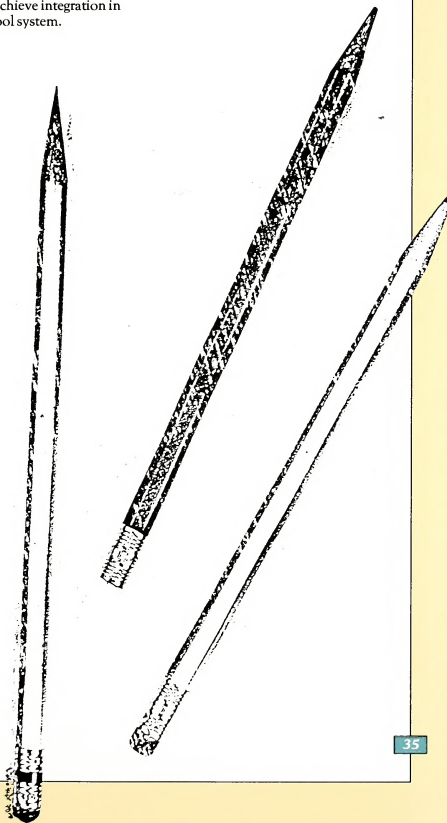
Despite these continuing needs, North Carolina's efforts at desegregation have been lauded. Gary Orfield, professor of political science and researcher at the University of Chicago, has ranked North Carolina among the "most integrated" states because of the high percentage of black students attending predominantly white schools.

A steering committee developed a comprehensive list of recommendations and needs for the Division of Desegregation Assistance in June 1988. Also, an overall plan for desegregation in North Carolina will be developed.

Many of the division efforts in local school systems have stressed achieving true integration of schools, a step beyond simply having black and white students attending the same schools. Other areas of training focus on overcoming cultural bias, improving the self-concept of minority students,

classroom management and overcoming sex biases.

During the 1988-89 school year, the division began a "Training of Trainers" program. Through "Training of Trainers" one person from each school system will attend a regional workshop for two and a half days of intensive work on building skills to achieve integration in each school system.



Career Development Program



Sixteen local school administrative units are in the fourth and final year of the Career Development Pilot Program, authorized by the General Assembly in 1984. During the final year, funding for the program exceeds \$46.5 million, an increase of \$15.5 million above the 1987-88 funding levels.

In the final year of the pilot, participation rates remain high. Across the 16 pilots, 96 percent of eligible teachers are participating. Nine districts have nearly 100 percent participation.

The first year of the pilot project (1985-86) was largely developmental. A statewide evaluation procedure, effective teaching programs and state and local steering committees were established. These committees provide a mechanism for regular communication and ensure representation of teachers, principals and central office administrators in local and statewide decision-making. At the end of the first year, 97 percent of program participants attained Career Status I and advanced an additional step (about 5 percent on the state salary scale). At the end of the second year,

42 percent of those meeting performance and experience requirements were awarded Career Status II. Career Status II participants receive a two step increase above Career Status I salaries (about 10 percent for a total of 15 percent over normal base).

Extra Duty/Extra Pay

In the third year of the pilot (1987-88), legislation gave the pilot units flexibility to develop and implement a plan for extra duties for Career Status II teachers who meet particular needs of local schools. Extra responsibilities are instructional activities, not routine duties. Separate funds are available for extra duties during the school year and the summer.

A summary survey prepared by a subcommittee of the State Steering Committee reports a range of extra compensation from \$150 to \$1,000. The most frequently cited extra responsibilities include mentor teachers, grade-level chairman, supervisors of student teachers, chairmen of school-based assistance teams and school-based staff development coordinators. In addition, teachers in several units have received extra funds for implementing special projects in their schools.

During the summer of 1988, for the first time Career Status II teachers enjoyed the opportunity to extend their term of employment beyond the normal 10 months. These teachers taught in the summer schools, developed instructional units and materials and planned and implemented staff training activities.

Appeals Process

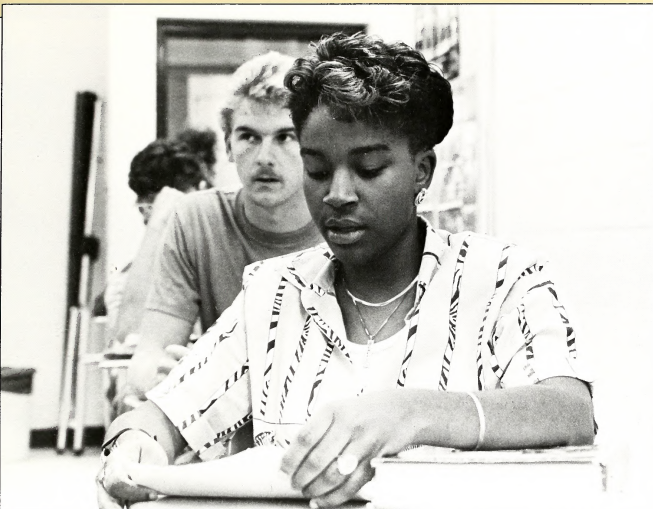
The career development legislation provides for an

appeals process for applicants who are not recommended for advancement. In 1986-87 a statewide process was developed from ideas of state and local steering committees and the state Attorney General's office. A total of 69 teachers who were not recommended for career advancement filed appeals. The decision not to recommend advanced status was upheld by review panels in 51 cases. Twenty-four of those appeals were carried to local boards of education.

In 1987-88, the state steering committee reviewed the statewide process and developed training activities for local appeals panel members. A subcommittee of the state steering committee has also developed a training program on the appeals process for local school board members.

Studies

Legislation passed by the 1987 session of the General Assembly funded three third-party studies of components of the Career Development Pilot Program. A panel of nationally recognized authorities on teacher evaluation examined the Teacher Performance Appraisal System as implemented in the Career Development Program pilot units. The panel suggested "fine-tuning" the evaluation system by redefining and expanding classroom-based teaching functions, defining non-classroom-based functions more clearly, establishing a certification program for evaluators, developing additional training for evaluators on teacher conferences and designing different evaluation procedures for Career Status III participants. A second study conducted by one of the panel members



focused on the appeals process. The review addressed a need for training local school board members in the review process.

A review of the entire Career Development Program by another third-party evaluator is expected January 1989. As a part of that study, surveys and on-site interviews of teachers, principals, evaluators, superintendents and local school board members will gauge their perceptions concerning the Career Development Program. In addition, pilot units will be compared with matched non-pilot units on student suspensions, student expulsions and teacher absences to provide outcome measures for the study.

Preliminary results of a fourth study conducted by the Personnel Services Area of the Department of Public Instruction indicate that students in the pilot units are achieving more than students in non-pilot units in the same educational region.

Public Hearing

The State Board of Education conducted a public hearing in September 1988 on Career Development and invited educators and professional associations to address the Board or to submit written comments. In all, 57 persons spoke during the hearing; 275 persons wrote the Board. Testimony was overwhelmingly supportive of the Program. Sixty percent of the respondents were teachers; 14 percent, administrators; and 14 percent, students. A total of 146 letters, or 65 percent of all correspondence received, specifically urged the Board to expand the Career Development Program. Nearly the same number commented positively on improved teaching skills as an outcome of Career Development; 105, on increased salaries; and 85, on increased student achievement. Twenty-five letters included suggestions for improvement.

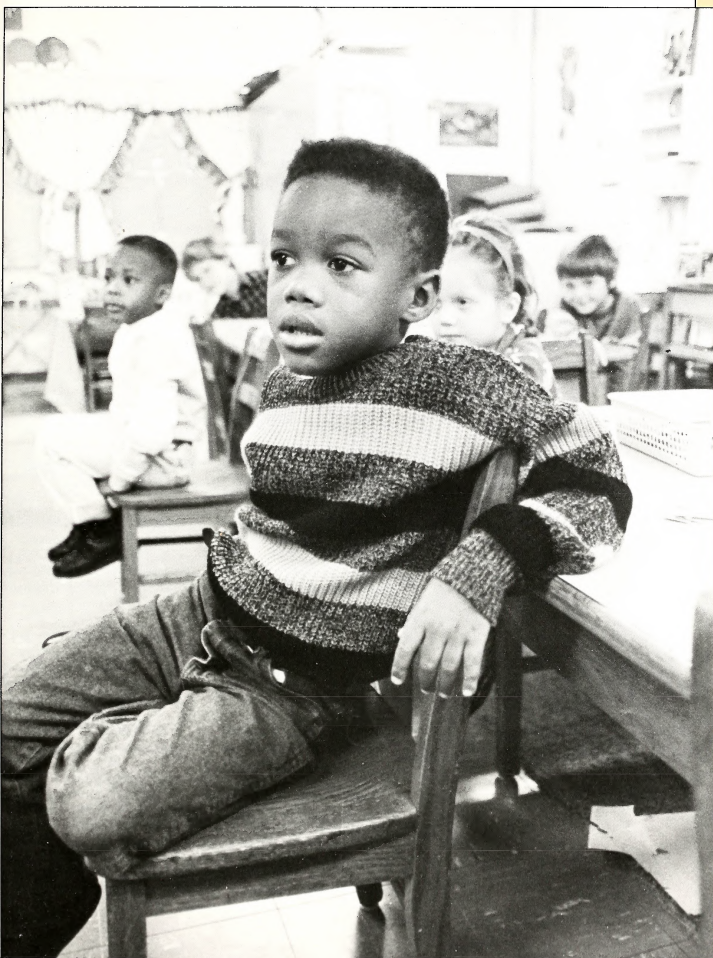
Final Year

During the final year of the Career Development Pilot Program, members of the state steering committee, local staff members and state agency staff are defining and developing the criteria, selection procedures and evaluation instruments for Career Status III; preparing a final report summarizing the pilot effort; and completing recommendations for statewide implementation of the Career Development Program.

The following chart indicates the various components of the Career Development Program and the implementation responsibilities at the state and local levels.

How The Career Development Pilot Works

<i>Feature</i>	<i>State</i>	<i>Local</i>
Levels of Differentiation	Legislation defines 5 levels: Initially Certified Personnel (ICP) Provisional Career Status I Career Status II Career Status III	Local unit treats all teachers appropriately, assists in defining Career Status III and establishes additional criteria for levels.
Evaluation Process	State mandates instrumentation, basic procedures, reward structure and analyzes outcomes.	Local unit adds to process, carries out individual Professional Development Plans (PDP) and adds to criteria as desired.
Extra Duty/Extra Pay	Legislation creates the budget and sets basic parameters for acceptable tasks.	Local unit establishes specific plan to meet local needs, screens and hires teachers to perform extra duties and evaluates effectiveness.
Staff Development	State provides additional funds and makes available basic training programs: Effective Teacher Training Teacher Performance Appraisal Training Professional Development Plan Training Mentor/Support Team Training	Local unit provides state training, and provides both remedial and enrichment training for teachers, observers/evaluators and principals.
Appeals	Legislation establishes a two-tiered review process and provides training for panel members and board members.	Local unit provides state process, establishes panels and provides additional training as needed.
Communication/ Decisions	State establishes State Steering Committee, disseminates reports and analyzes technical papers.	Local unit establishes local steering committee; develops and disseminates newsletters, bulletins and manuals; and provides forums and meetings.
Staffing	State provides funding and training for one coordinator, one secretary and an appropriate number of observers/evaluators.	Local unit establishes hiring practices, develops job descriptions, sets term of employment, trains staff to meet local needs and evaluates staff.



Outside Evaluator Project



The 1985 session of the General Assembly established the Outside Evaluator Project providing for the evaluation of teachers, principals and assistant principals by outside evaluators. Overall, the program has two primary purposes: to compare evaluations performed by persons employed by an agency other than the pilot units with evaluations performed by locally-employed personnel and to determine the effectiveness of an evaluation system that does not include immediate financial rewards for participants.

Nine local school systems are participating in the pilot project, with three units evaluating teachers, three units evaluating principals and assistant principals, and three units evaluating teachers, principals and assistant principals.

Teachers

Jackson County
Vance County
Warren County

Principals/ Assistant Principals

Lenoir County
Kinston City
Stanly County

Teachers/ Principals/ Assistant Principals

Granville County
Robeson County
Weldon City

In February 1988, various aspects of the program's implementation procedures, research issues, working arrangements and staff training were described in a report to the Joint Legislative Commission on Governmental Operations.

In November 1988, a second report was submitted to the Commission. The report compared the results of summative performance appraisal ratings made in 1987-88 for a sample of teachers drawn from Outside Evaluator Project and Career Development Program school systems. In addition, summative performance appraisal ratings made during the same period for principals in Outside Evaluator Project systems were compared.

The results of the February report are preliminary since they are first in a series of annual comparisons. The results are as follows:

Joint Teacher Observations

On the average, principals gave consistently higher summative ratings on the first five Teacher Performance Appraisal Instrument functions than outside observers did when observations were conducted jointly by local observers and outside observers. However, more than eight in 10 comparisons were the same or differed by one point.

Independent Observations

The ratings for teachers who received independent observations are similar to the joint observations sample. Principal summative ratings were consistently higher than outside observer ratings, although more than 80 percent of the comparisons were the same or differed by one point.



Principal Performance Appraisal

Initial results of the field test of the new Principal Performance Appraisal Instrument show that outside evaluators generally rated principals higher on the average than did superintendents. However, on functions related to resource management, superintendents rated principals higher on the average than did outside observers.

The information in the second report is not conclusive and should not be generalized. It is, however, a foundation for research during 1988-89.

A third report will present the results of surveys and interviews with teachers, principals and observers participating in the project during 1987-88. The report will also compare Formative Observation Data Analysis (FODAs) prepared for the same teacher sample by locally-employed and state-employed observers.

Legislation calls for the Outside Evaluator Project to continue through June 30, 1990.



The Uniform Education Reporting System (UERS) connects computerized business management systems in the local school systems with the automated systems of the Department of Public Instruction at the State Computer Center.

The UERS has standardized school business management systems and has provided a practical, reliable structure for payroll, general accounting, pupil transportation and student management activities at the local level and for communicating financial, personnel and student information in an accurate, complete and timely manner

between each unit and the department. The system is moving rapidly to full completion by the target date of Sept. 1, 1989.

The UERS consists of a broad array of computer hardware/software at school bus garages, school buildings, school unit central offices and the

department. All equipment and systems must comply with detailed specifications and all processes, databases and other major components are closely coordinated and fully integrated.

School Buildings

The state's Student Information Management System (SIMS) operates on the latest generation of powerful microcomputers and provides school principals and teachers with an advanced software package for performing essential activities including class scheduling, attendance, grade reporting, special education program monitoring and a broad diversity of other school management and student-related tasks.

SIMS has been installed in nearly half of the 2,000 schools in the state. The system provides the data necessary for the Department of Public Instruction to accomplish Average Daily Membership and head count audits, pupil forecasting and program compliance requirements.

School Bus Garages and Pupil Transportation Centers

The State Vehicle Fleet Management System resides in the state mainframe computer. The system is operated through terminals and printers at each of the 100 school bus garages. The system maintains tire and repair part inventories, tracks vehicle maintenance schedules and status of compliance and reports costs and operating statistics. It has been operational in all garages for two years.

The Transportation Information Management System (TIMS) uses the processing power of the most advanced microcomputers and



employs the state's sophisticated software package to digitize street networks and route and schedule school buses automatically. TIMS also offers modeling capabilities for redistricting studies. The system is a complete tool for managing the 13,000 school buses that travel over 670,000 miles each school day and comprise the eighth largest school bus fleet in the country. By the end of the 1988-89 school year, TIMS will be installed in about half of the school systems in the state.

School Unit Central Offices

The majority of the state's local school systems are installing comprehensive hardware/software components available through state contracts to perform payroll, general accounting, fixed asset accounting and other business management functions. Also, the state is providing the central office-based Student Information Management System (SIMS) package to collect student-related data from school-level files for local reporting and submission to the Department of Public Instruction. Some large units are using custom developed software to meet the standards of the Uniform Education

Reporting System. At the start of the 1988-89 school year, 38 school units had implemented payroll and accounting systems that comply with all the specifications of the UERS.

Department of Public Instruction

Over the past four years, the state has invested considerable resources in completely restructuring the outmoded, ineffective reporting system at the Department of Public Instruction. When completed, the new system will make use of the most timely, accurate and complete data supplied by the school units and will significantly improve reporting performance in the areas of personnel accountability, financial management, education program monitoring, student achievement and special studies and analyses. Major projects have been implemented since 1984 for assigning and auditing salaries, calculating average salaries, consolidating and reporting information for the state public school fund and monitoring the status of actual expenditures and personnel assignments versus allotments.

Adult Bus Drivers

When North Carolina school buses rolled out at the start of the 1988-89 school year, adult drivers were at the wheels.

The U.S. Department of Labor in February 1988 eliminated a federal exemption allowing 17-year-olds to drive school buses in North and South Carolina. Originally, labor department officials had asked for an all-adult bus driver corps by April 1, but a compromise reached by labor officials and the governors of North and South Carolina allowed both states to continue employing the 17-year-olds until June 15.

By the start of the 1988-89 school year, adult bus drivers had been found to replace nearly all the 17-year-old drivers, although a few school systems began the year with a slight shortage.

Finding the extra bus drivers was helped by a boost in driver pay approved by the short session of the 1987 General Assembly. The legislature increased the pay of bus drivers by an average of \$1.20 per hour. The state reimbursement to school systems is now \$6.10 per hour per driver, allowing systems to offer full employee benefits to drivers who qualify. Some systems chose to combine bus driving with other school jobs such as cafeteria work or being a teacher assistant.

School systems statewide had employed about 2,000 17-year-old bus drivers in past years. The total number of school bus drivers in North Carolina is 13,215. Wake and Mecklenburg counties employ the largest number of school bus drivers. Wake has 710, while Mecklenburg employs 667.



Progress for All: The Challenge and Beyond

State Board Budget Request



The State Board of Education's 1989-91 Budget Request displays the Board's commitment to several areas it finds key to improving education in North Carolina:

- continuing the Basic Education Program, now in its fourth year, to ensure basic educational opportunities for all North Carolina school students;
- implementing the Career Development Program to reward teachers for exemplary performance and to attract and retain the best teachers; and
- providing a pilot system of educational programs for 3- and 4- year-olds.

The Board has also requested a 7 percent pay increase for public school teachers and other employees.

The Basic Education Program and career development have been centerpieces of educational reform in North Carolina for the past five years. Today, students have the advantages of smaller classes, a wider variety of curriculum offerings and more educational supplies than ever before thanks to the BEP.

Schools also are benefiting from increased clerical support and the assistance of professionals such as school psychologists, guidance counselors and more.

The fifth and sixth years of the program will build on those changes and take the state one step closer to truly providing a basic education for all students by continuing to expand programs and add teachers, provide assistance for students at risk of school failure or dropout, and provide more computers, videocassette equipment and equipment for vocational education, science work and other instructional programs.

The Career Development Program is nearing the end of its four-year pilot phase at 16 North Carolina school systems. The program links teacher performance with salary raises that could total 15 or 20 percent over three years. As with any pilot program, modifications may need to be made before implementing it statewide. But, despite their criticism and suggestions for improving the program, teachers overwhelmingly say they support a career development program that rewards outstanding teachers.

North Carolina has one of the largest percentages of working mothers in the United States, with over half of all mothers of school-age children in the workforce.





Affordable, quality early childhood education, however, is in short supply. The North Carolina public schools now offer partial or whole-day early childhood programs for students who qualify as disadvantaged

under federal Chapter 1 guidelines, but the State Board of Education would like to do more.

The Board has requested approximately \$4 million to begin early childhood education pilot projects at 16 campuses across the state. The classes would provide developmentally

appropriate programs for 3- and 4- year-old children as well as parent support programs and training for teachers.

Other features of the Board's budget request follow. Figures provided in parentheses refer to the number of positions that would be funded.



I. Compensation, Benefits and Incentives

- Salary increase of 7 percent across the board plus elimination of first step for certified personnel with bachelor's degrees and master's degrees, bringing beginning salary for teachers with a bachelor's degree to \$20,490 in 1989-90

Total	89-90	\$190,141,652
	90-91	395,867,192

- Statewide implementation of Career Development; Lead Teacher pilot; tuition scholarship loans

Total	89-90	\$74,529,288
	90-91	74,603,769

II. Basic Education Program

- Additional classroom teachers to expand programs and reduce class size (3,007)
- Base funding for teachers in small units (86)
- Vocational education; in-school suspension (52.5)
- School-based instructional support (1,570)
- Instructional, lab, media or clerical assistants (2,542)
- Athletic trainer supplements
- Academically gifted
- Instructional equipment
- Vocational education equipment
- 12-month positions for assistant principals (1,577)
- Additional assistant principals (472); additional supervisor positions (245)
- Additional assistant/associate superintendents (178)
- Clerical assistance (602)
- Finance officers (140)

Total	89-90	\$189,214,898
	90-91	308,895,111



III. Supporting Initiatives

- Distance learning
- Pre-K programs for 3- and 4- year olds (134)
- Preschool handicapped
- Preschool screening
- Contract transportation-preschool handicapped
- Governor's Language Institutes (2)
- Hazardous substance pickup
- Staff development funds for local school systems and state-sponsored training
- SIMS equipment for elementary school (2)
- TIMS (4)
- Data processing service
- DPE support for UERS (10)
- UERS support
- Pre-1977 school bus replacement
- Willie M
- At-risk programs-public/private educational compacts
- At-risk programs-parental involvement
- At-risk programs-after school enrichment programs
- DARE/Intervention (4)
- ADD/Educational services to children in treatment (36)
- ADD/Student assistance program
- Rate increase of \$450 per child for special education and related services to handicapped children age 5-10 in developmental daycare centers
- School television programming

Total	89-90	\$44,014,910
	90-91	52,519,617

IV. Department of Public Instruction

- Administrative appropriation of 1 percent of new programs funded to ensure appropriate management, supervision and evaluation

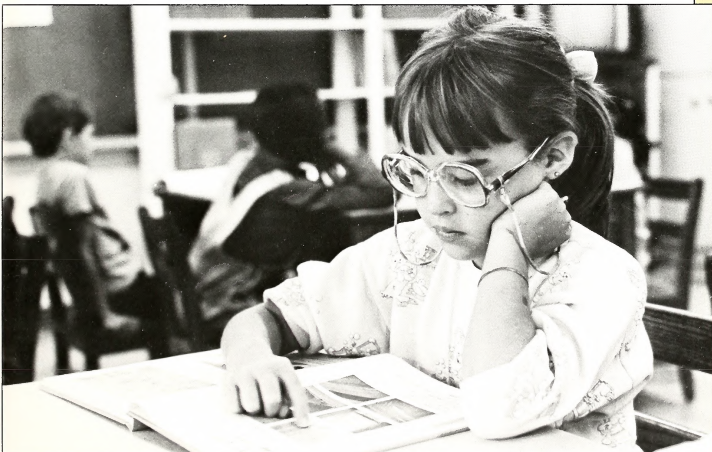
Total	89-90	\$1,695,965
	90-91	2,325,678

V. Controller's Office

- Funding for state textbook manager (1)
- Custodian training program (2)
- Data processing service
- Student accounting auditor (3)
- Handicapped textbook purchasing agent (1)
- Internal auditors (3)
- Personnel assistant (1)
- Mailroom automation
- New textbook warehouse

Total	89-90	\$4,955,927
	90-91	918,512

GRAND TOTAL	89-90	\$504,552,640
	90-91	835,129,879



Children's Issues



"The Challenge and Beyond" for North Carolina and America includes many issues directly affecting children. A look at a class of first graders in any school in the country today will find children ready to meet the challenges that school and life offer. If present conditions continue without intervention, another look at a class of 40 first graders before graduation in the year 2001 will find two children who have given birth, eight who have dropped out of school, 11 unemployed, 15 living in poverty, 36 who have used alcohol, 17 marijuana users, eight who have used cocaine and six who ran away from home. Out of this class of 40 students, there will also be one student lost to suicide.

First graders and other children in this country today face many challenges—the challenge to do or not to do things that have gotten a lot of publicity, like drugs and alcohol, suicide, teen pregnancy, dropping out of school. But children and families today also face challenges of having enough food and shelter.

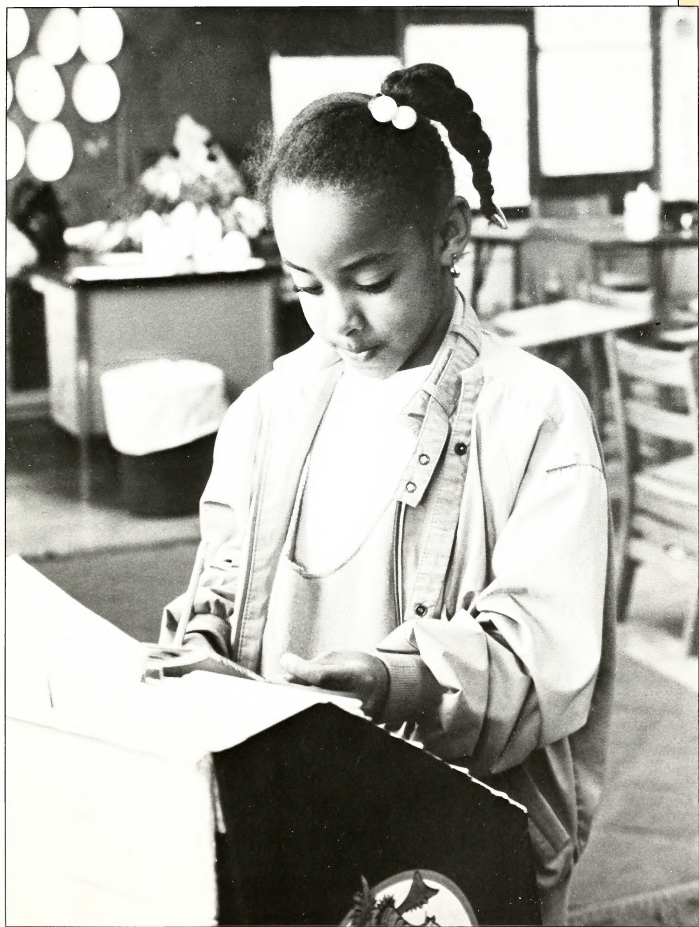
The Children's Defense Fund has found that as a group, children are now the poorest segment of the nation's population. In fact, children are

nearly seven times as likely to be poor as those over age 65. As many as 25 percent of all children under 6 are now living in poverty and the average black child can expect to spend five of the first 15 years of childhood in an impoverished home. The impact of poverty on children often results in poor health, abuse, teen pregnancy and school failure.

Schools have made changes to meet the needs of children. School breakfast, before-and after-school care, special remediation efforts and many other programs have been developed. Schools must continue to change, however, to deal with the impact society has on the lives of children. The following numbers illustrate some of the problems today.

- Members of families with children represent more than one-third of the homeless population nationwide.
- Half of all married mothers with infants younger than age 2 are in the work force—a 108 percent increase since 1970.

- Nationally, 50 percent of all mothers with preschool children are in the labor force. In North Carolina, 58 percent of all mothers with children under age 6 are working.
 - By 1995, more than 75 percent of all school-age children and all preschool children will have mothers in the labor force.
 - A recent Children's Defense Fund and American Federation of State, County and Municipal Employees survey found that 86 percent of all Americans consider the need for affordable child care to be an important issue.
 - An estimated 500,000 North Carolina children below the age of 13 are in need of some type of day care. Only 35 percent of the children under age 4 can be accommodated through North Carolina's child care system.
 - In North Carolina, Head Start serves 10,553 children, only 25 percent of the eligible low-income children.
 - Child care expenses are the fourth largest expense for families, following housing, food and taxes.
 - Children of single parents tend to do worse in school than those with two parents living at home and their dropout rate is nearly twice as high.
 - For every \$1 spent today to prevent educational failure, \$4.75 is saved in the cost of remedial education, welfare and crime.
- *Material taken from *The State of the Child in North Carolina 1988-NC Child Advocacy Institute; The 1988 Children's Audit-NC Child Advocacy Institute; Children in Need: Investment Strategies for the Economically Disadvantaged-Committee for Economic Development and Children's Defense Fund publications.*



Recommendations

The Goal Of Education Must Be To Educate Children So They Can Succeed In The 21st Century. To accomplish this goal, we must educate them differently because they are a different group of children who have different needs and will face different challenges from most adults today.

Today's children have different needs because they are growing up in different circumstances. Many children have parents who both work and consequently don't have as much time to spend with them as parents once had. Many come from poor or single parent homes where they do not have the resources other children take for granted. By the time they reach kindergarten, many children are behind because no one has ever really talked with them, no one has ever read to them and no one has ever really listened to them. The fact is that children like those described above are the majority in many of our public schools.

Yet we are asking these children to grow up and compete in a highly technological world in which communication skills are a necessity. We are asking them to be good, productive citizens who share certain values and are knowledgeable about our country and the world. We are asking them to be problem solvers and creative thinkers because these abilities will be

critical in solving problems of the 21st century. And we are asking them to be truly educated adults, who have an appreciation of the arts, history and philosophy.

If we are asking so much of children, the public schools must make a difference in their lives.

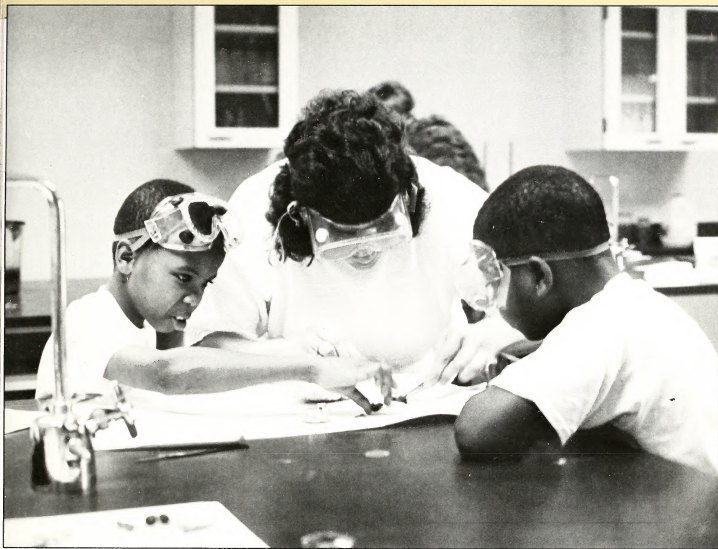
In order to make a difference in their lives, the public schools must have a sharper focus on children and on their needs.

The following objectives and strategies provide a plan for educating children so they can succeed in the 21st century. Together, these objectives and strategies show how schools must change to meet children's current needs and also to meet society's needs for a productive, enlightened citizenry.

OBJECTIVE 1 TO CONTINUE TO IMPROVE AND BUILD ON THE BEST THAT WE HAVE NOW BY:

- gradually and carefully expanding the career development system across the state in such a way that the Career Development Program effectively rewards exceptional teaching and that individual school systems are fully prepared to implement the Career Development Program;
- gradually and carefully expanding the Lead Teacher concept across the state so teachers can provide effective leadership in a variety of school situations and that both individual schools and school systems are prepared to make the most of this program;

- fully implementing the Basic Education Program in order to guarantee that all children will have a sound education, regardless of where they live;
- expanding early education programs to include 3- and 4-year-old children whose mothers work outside the home and who need child care that helps young children develop socially, emotionally, cognitively and physically to the maximum extent possible;
- ensuring that kindergartens and any other early intervention programs are developmentally appropriate (e.g., involve active exploration/interaction, accept individual differences and learning through play and are child-focused and child-directed);
- improving teacher salaries to enable education to attract and retain competent teachers;
- using innovative programs such as Distance Learning by Satellite to provide access to classes and staff development activities not otherwise available;
- using desktop video and other creative instructional programs;
- using computers and clerical assistants to reduce paperwork and allow teachers more time to teach;
- constructing new school buildings with regard to student and professional needs, (e.g., provide work spaces for teachers that include telephones and word processors); and



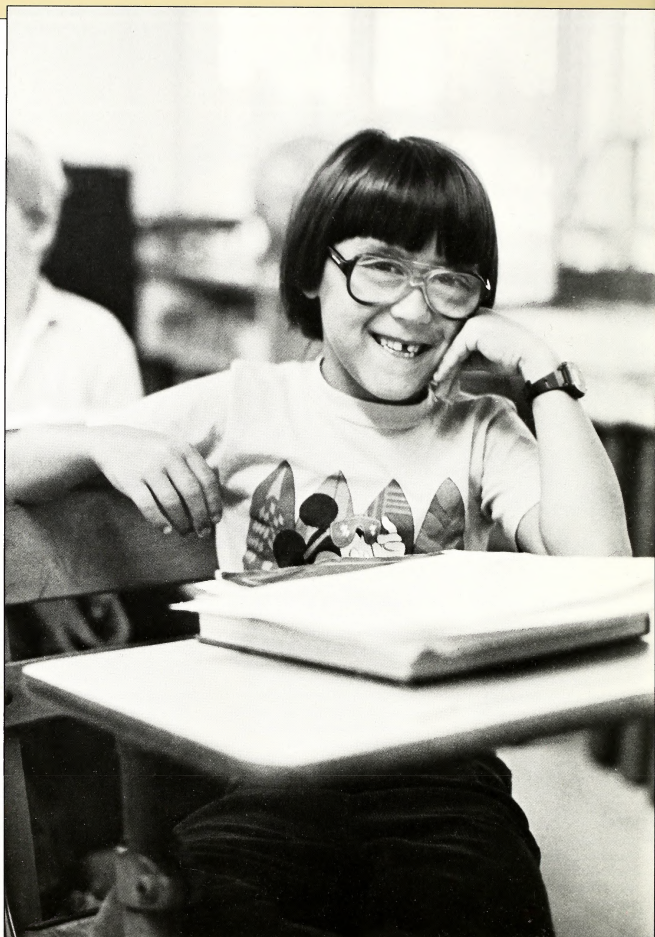
- using the state accountability system to monitor implementation of the Basic Education Program and student achievement, to assist school systems that fail standards and to sanction those that resist accountability requirements.

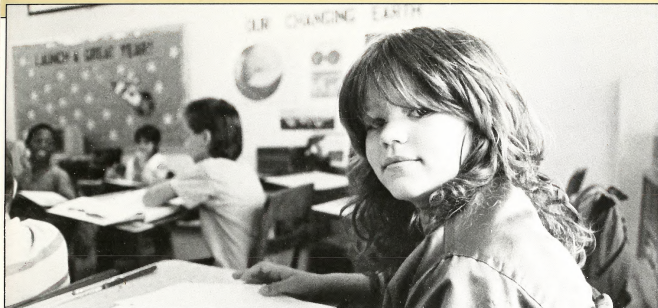
**OBJECTIVE 2
TO RESTRUCTURE OUR
SCHOOLS SO THEY CAN BE
MORE RESPONSIVE TO
STUDENT NEEDS BY:**

- providing more flexibility at the school and school system level with regard to rules and regulations under certain conditions (e.g., waivers regarding class size if combination classes would result from strict adherence to rules or if the LEAs' reasons make educational sense;
- certification requirements; assignment and use of teacher assistants; scheduling);
- promoting decision-making by teachers through the lead teacher concept (empowering teachers to make decisions regarding curriculum planning, staff development, scheduling, etc.) and through staff development (e.g., training teachers in group decision-making);
- promoting development of principals as visionary leaders who achieve a caring school climate, promote creativity and innovation, acquire resources, ensure that goals/standards are met, provide leadership in instruction/evaluation and thus maximize student achievement;
- providing incentives for carefully evaluated demonstrations linked to the restructuring of schools;
- providing a mechanism through which policies and practices associated with effective elementary and secondary schools are incorporated into school buildings throughout the state;
- providing a mechanism through which successful practices and policies associated with re-structured schools are incorporated into practice throughout the state.

**OBJECTIVE 3
TO DEVELOP SCHOOLS
THAT ARE TRULY CHILD-
FOCUSED BY:**

- installing case management systems for children who are identified as at-risk for school failure, dropping out of school or other problems;





- expanding the number of counselors in schools, with emphasis on counselors who go into homes and work with families and on those who are trained in working with at-risk children;
- funding model demonstration programs (Save Our Student grants) based on ideas developed by local school and school system personnel that are designed to make school buildings/systems more child-centered;
- increasing staff development in working with populations at-risk of failure (e.g., from low-income, single parent, minority/bilingual families);
- increasing staff development that facilitates child-oriented instruction (e.g., small group instruction techniques, creative use of teacher assistants, management of unruly students);
- promoting modifications of instructional organization and curriculum in order to accommodate different learning styles and incorporate research showing what works;

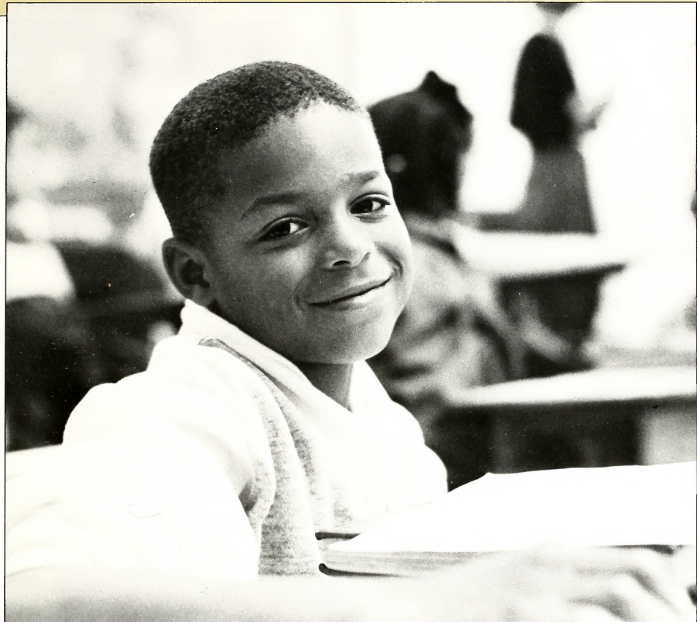
- ensuring that all students have the same access to higher-level secondary courses (e.g., algebra) as provided by the BEP and Standard Course of Study;
- providing incentives for both individuals and schools that reward "can-do" and caring attitudes on the part of staff, systematic school-wide efforts to promote pupils' self-concept and self-esteem; and
- designing services to encourage older students to remain in school (e.g., extended day programs that are part of the regular school day, day care centers combined with lessons in parenting for teenage parents).

**OBJECTIVE 4
TO ATTACK PROBLEMS
THAT HURT CHILDREN BY:**

- working with other agencies to identify and then teach parents who may need instruction in how to facilitate language development in very young children;
- working with other agencies to reduce teenage pregnancy;
- working with other agencies to reduce the problem of drug and alcohol addiction in our population; and
- working with other agencies to combat child abuse of any kind.

**OBJECTIVE 5
TO ENSURE THAT
SCHOOLS, SCHOOL
SYSTEMS AND THE STATE
DEPARTMENT OF PUBLIC
INSTRUCTION ARE
ACCOUNTABLE TO THE
PEOPLE OF NORTH
CAROLINA BY:**

- developing an expanded research and development division within the Department of Public Instruction that is responsible for determining what educational programs work, and why, and what educational programs don't work, and why;
- developing procedures to ensure that consistent research results are incorporated into educational policies and practices around the state;
- ensuring that public monies are only allocated to the schools for programs that have an evaluation component; and
- instituting a task force on educational policies that examines and recommends solutions regarding educational problems.



More Information on Education Progress

Progress for All: Education Meets the Challenge was prepared by the Department of Public Instruction's Legislative Services Area and Division of Communication Services.

For additional information on the summaries in this biennial report and other legislative initiatives in North Carolina public schools, contact: Margaret B. Hayden, assistant state superintendent, legislative services, North Carolina Department of Public Instruction, 116 West Edenton St., Raleigh, N.C. 27603-1712, (919) 733-3850.

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